Texas Education Agency
Standard Application System (SAS)

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here.
Submittal information:	Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2015 AUG 20 AM 10: 49
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Campus name/#		Amendment #
Houston Independent School District		101912	Betsy Ross/101912232		

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
746001255	04	18	0612921240000

Mailing address		City	State	ZIP Code
2819 Bay		Houston	TX	77026-3203

Primary Contact

First name	M.I.	Last name	Title
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First name	M.I.	Last name	Title
Annetra		Piper	Grants Department Manager
Telephone #		Email address	FAX #
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Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Terry	B	Grier	Superintentdent of Schools
Telephone #		Email address	FAX #
713-556-6300		HISDSuperintendent@houstonisd.org	713-556-6323

Signature (blue ink preferred) _____ Date signed _____

Only the legally responsible party may sign this application.

701-15-107-020

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100) – SEE **NOTE**	☒	☐
8	Professional and Contracted Services (6200) – SEE **NOTE**	☒	☐
9	Supplies and Materials (6300) – SEE **NOTE**	☒	☐
10	Other Operating Costs (6400) – SEE **NOTE**	☒	☐
11	Capital Outlay (6600/15XX) – SEE **NOTE**	☒	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, <u>the application will be disqualified</u>.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.

5.	The LEA provides assurance that it will meet the following federal requirements:
	  1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements.
	  2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable.
	  3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions
	  4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality.
	  5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding.
	  6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.

6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

7.	The LEA/campus provides assurance that if it selects to implement the **transformation model**, the campus will meet all of the following federal requirements:
	  1. Develop and increase teacher and school leader effectiveness.
	    (A) Replace the principal who led the school prior to commencement of the transformation model;
	    (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	      i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	      ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of

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the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

      iii. Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3. Increase learning time and creating community-oriented schools.

(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:

      i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

      ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.

      iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

(B) Provide ongoing mechanisms for family and community engagement.

4. Providing operational flexibility and sustained support.

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

8.

The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). In doing so, the LEA/campus will implement the following:

1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.

2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.

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3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
   (A) Data to identify the population at risk of dropping out of school;
   (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
   (C) Early College brochures in all languages relevant to the school community;
   (D) Written communication plan for relevant target audiences: parents, community members, school board.
   Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:

   (A) Partnership between the school district and an institute of higher education (IHE) that:
      i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
      ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
      iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
   (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
   (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016
   Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
   Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:

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   (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.

   (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.

   (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

   (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

   (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

   (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:

   (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;

   (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.

   (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.

   (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:
- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

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	The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

9.	The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an elementary school, the campus will implement in accordance with the following federal requirements:
	
	   1. Offer full-day kindergarten.
	
	   2. Establish or expand a high-quality preschool program.
	      A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
	      (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
	      (B) High-quality professional development for all staff;
	      (C) A child-to-instructional staff ratio of no more than 10 to 1;
	      (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
	      (E) A full-day program;
	      (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
	      (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
	      (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
	      (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
	      (J) Program evaluation to ensure continuous improvement;
	      (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
	      (L) Evidence-based health and safety standards.
	
	   3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.
	
	   4. Provide educators, including preschool teachers, time for joint planning across grade levels.
	
	   5. Replace the principal who led the school prior to the commencement of the early learning model.
	
	   6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	      (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	      (B) Are designed and developed with teacher and principal involvement;
	
	   7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who,

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after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.

9. Use data to identify and implement an instructional program that is:
    (A) Research-based;
    (B) Developmentally appropriate;
    (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
    (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.

10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
    (A) Aligned with the school's comprehensive instructional program
    (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.

12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).

13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.

14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the _! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10.	The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:
	
	1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
	
	2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
	    (A) Screen all existing staff and rehire no more than 50 percent; and
	    (B) Select new staff
	
	3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
	
	4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

		5.	Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;

7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
    (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
    (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
    (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

11.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:

1. Implement an evidence-based whole-school reform in partnership with a model developer.
    (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.

2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
    (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
    (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
    (C) A study which used a large sample and multi-site sampling.

3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.

4. The whole-school model must implement the model for all students in the school.

5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
    (A) School leadership
    (B) Teaching and learning in at least one full academic content area

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		(C) Non-academic supports for students
		(D) Family and community engagement

12.		The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:
		
		1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.
		
		2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by:
		    (A) significant improvement in academic achievement
		    (B) success in closing achievement gaps either within a school or relative to other public schools
		    (C) High school graduation rates
		    (D) No significant compliance issues in the areas of civil rights, financial management and student safety.
		
		3. Enroll, within the grades it serves, any former student who wishes to attend the school.
		
		If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.

13.		The LEA/campus provides assurance that if it selects to implement the **closure model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.		The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **Rural LEA applicant** may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html

15.		The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
		
		1. Implement an evidence-based whole-school reform in partnership with a model developer.
		    (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
		
		2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
		    (A) A study of efficacy that meets What Works Clearinghouse evidence standards.

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	(B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

Schedule #4—Request for Amendment	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Revised Annual Budget Breakdown					
Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
$	$	$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

N/A

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement**, **system transformation**, and **sustained reform**.

Summarize the district commitments to achieve foundational elements through the district's:
- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:
- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Houston Independent School District's (HISD) A Declaration of Beliefs and Visions has been the district's roadmap to success for two decades. HISD recognizes that the work is far from finished; effective reform is an ongoing process that requires constant attention and assessment, given the dynamic social and economic environment that is public education. The Houston Independent School District has a diverse, vibrant student population, and must ensure that every student, regardless of culture, ethnicity, language, or economic status, has both equal opportunity and equal access to high-quality education. The beliefs that shape Houston Independent School District's vision on what makes an educational system are:
- Empowers schools to be autonomous and accountable for performance
- Offers school choice while ensuring equity of resources
- Values and cultivates the knowledge and skills of personnel
- Seeks meaningful engagement with the community in all
- major decisions

Houston Independent School District and Ross Elementary School are firmly committed to providing all children with a high-quality education that aims to achieve the highest academic standards, and believe that successful educational reform requires a community. This requires participation from business, labor, civic leaders, parents, and educators, to come together as a coalition to support public schools. HISD believes that receiving a good early childhood education will enable our youngest learners to have a strong foundation that is built on solid concepts, as well as individual and group discovery. HISD and Ross Elementary School's vision for school reform is to implement the TEA Early Learning Intervention Model in order to create notable changes and significant results on the campus in five years' time. There is an urgent need for change at Ross Elementary, because we are an Improvement Required campus and have identified significant areas that mandate improvement and overhauling. The TTIPS grant will benefit the population we serve by providing funding for resources to focus on literacy, writing, and Science, Technology, Engineering, and Math (STEM). The components of this comprehensive learning model will be realized through the purchase of additional resources, use of consultants, and a series of professional development for teachers that include, but aren't limited to:

- Comprehensive Writing Program – research based writing program with an early childhood focus unit of study that is nationally accredited.
- Hiring of early childhood/primary literacy interventionists that specialize in phonics and emergent reading strategies.
- Investment in pre-literate and emergent literacy resources that include audiobooks, picture books, big books, paired reading materials, small group instruction libraries, and in-class libraries that cater to early childhood readers.
- Utilization of the guided reading model in early childhood that emphasizes differentiated instruction and focus on individual needs.
-

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

- Additional resources for literacy workstations within the classroom. Resources include items for make-and-take stations that teachers will have time to create during early childhood professional learning communities (PLC). Debbie Diller, noted author of several workstation manuals, will be in use to drive the work in these PLCs.

Hiring of expert consultants to offer professional development that will build teacher skill and effectiveness within the subject areas of Math, Reading, Science, and Writing. Through the TTIPS grant, Ross will provide a nurturing environment for young learners, increasing their opportunity to reach their highest potential.

Houston ISD and Betsy Ross Elementary plan to offer a full day pre-kindergarten program for three to four year olds in Northeast Houston. Ross will also continue to offer a full day kindergarten for five year olds. The focus of these programs will be guided reading and building prerequisite phonemic skills. The ultimate goal is to increase our students' skills, so that they are better prepared to cope and excel with the demands and rigor of the STAAR exam and end-of-course exams required for high school graduation. Math skills will be introduced to our students during pre-kindergarten. These skills will include making ten, mental math, and use of patterns. Problem solving at a basic level will also be a goal for early childhood within this model.

Plans to accomplish these goals include:
- Purchase of a larger selection of emergent reading materials for small group instruction and guided reading in pre-k and kindergarten.
- Use of cooperative grouping in classrooms that allow for more think-alouds for development of problem solving
- Teacher engagement in professional development to build their skill in instruction and strategies within guided reading and mathematics at the early childhood level
- Hiring of teaching assistants in early childhood classrooms that will allow for safe transitions within the classrooms and ensure that small group instruction will occur fluidly and with consistency.

Hiring of instructional specialists to continually coach teachers after professional development Instructional specialist will also be hired to coach teachers on what they learned during professional development.

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County-district number or vendor ID: 101912												
Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)					Amendment # (for amendments only):							
Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.					Fund code: 276							

Schedule #6—Program Budget Summary

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	120,000		$	789,000	$	789,000	$	579,000	$	499,000	$	$2,776,000.00
#8-Professional and Contracted Services	6200	131,000		$	171,000	$	171,000	$	161,000	$	141,000	$	$775,000.00
#9-Supplies and Materials	6300	50,000		$	115,000	$	115,000	$	115,000	$	115,000	$	$510,000.00
#10-Other Operating Costs	6400	30,000		$	70,000	$	80,000	$	80,000	$	70,000	$	$330,000.00
#11-Capital Outlay	6600/ 15XX	162,095		$	20,000	$	20,000	$	20,000	$	20,000	$	$242,095.00
Consolidate Administrative Funds	X Yes ☐ No												
Percentage% indirect costs (see note):	N/A		$10,000	N/A	N/A	48,700	N/A	$49,200	N/A	$38,700	N/A	$34,200	$180,800
Grand total of budgeted costs (add all entries in each column):		$493,095	$10,000	$	1165,000	$48,700	1175,000	$49,200	$955,000	$38,700,	$845,000	$34,200	$4,813,895

Administrative Cost Calculation

Enter the total grant amount requested:	$4,813,895
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$240,695

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:
- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity. Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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RFA #701-15-107; SAS #191-16
2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 101912   Amendment # (for amendments only):

#	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional										
1	Pre-K Teacher	0				$54,500	$54,500	$54,500	$54,500	$218,000
2	Educational aide	4				$100,000	$100,000	$100,000	$100,000	$400,000
3	Fine Arts Teacher	0				$54,500	$54,500	$54,500	$54,500	218,000
Program Management and Administration										
4	Program Coordinator		1	30,000		60,000	60,000	60,000	60,000	$225,000
5										
6										
Auxiliary										
7	Reading Specialist	1				$50,000	$50,000	$50,000	$50,000	$225,000
8	Math Specialist	1				$50,000	$50,000	$50,000	$50,000	$225,000
9	Title			$	$	$	$	$	$	$
Other Employee Positions										
10										
11	Title			$	$	$	$	$	$	$
12	Title			$	$	$	$	$	$	$
13	Subtotal employee costs:			$ 30,000	$ -	$369,000	$369,000	$369,000	$369,000	$1,506,000
Substitute, Extra-Duty Pay, Benefits Costs										
14	6112 Substitute pay			$15,000		$60,000	$60,000	$30,000	$15,000	$225,000
15	6119 Professional staff extra-duty pay			$30,000		$150,000	$150,000	$75,000	$50,000	$575,000
16	6121 Support staff extra-duty pay			$	$	$	$	$	$	$
17	6140 Employee benefits			$45,000	$0	$210,000	$210,000	$105,000	$65,000	$ 635,000.00
18	61XX Tuition remission (IHEs only)			$	$	$	$	$	$	$
19	Subtotal substitute, extra-duty, benefits costs			$90,000	$ -	$420,000	$420,000	$210,000	$130,000	$1,270,000
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$120,000	$ -	$789,000	$789,000	$579,000	$499,000	$2,776,000

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 101912 | Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land / Specify purpose:	$	$	$	$	$	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) / Specify purpose:	$	$	$	$	$	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$	$	$	$	$	$

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Professional development - Guided Reading Consultant	☐	$25,000	$	$25,000	$25,000	$25,000	$25,000	$125,000.00
2	Professional development - Mathematics Consultant	☐	$36,000	$	$36,000	$36,000	$36,000	$36,000	$180,000.00
3	Professional development - Science Consultant	☐	$10,000	$	$10,000	$10,000	$10,000	$10,000	$50,000.00
4	Training for early learning activities	☐	$15,000	$	$25,000	$25,000	$25,000	$15,000	$105,000.00
5	Writing Consultant	☐	$20,000	$	$25,000	$25,000	$25,000	$25,000	$120,000.00
6	Cultural Proficiency	☐	$15,000	$	$30,000	$30,000	$25,000	$20,000	$120,000.00
7	Leadership Training and Coaching	☐	$10,000	$	$20,000	$20,000	$15,000	$10,000	$75,000.00
8		☐	$	$	$	$	$	$	$
9		☐	$	$	$	$	$	$	$
10		☐		$	$	$	$	$	$
b.	Subtotal of professional services, contracted services, or subgrants:		$131,000	$	$171,000	$171,000	$161,000	$141,000	$775,000

		Year 1	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
a.	Subtotal of professional and contracted services requiring specific approval:	$	$	$	$	$	$
b.	Subtotal of professional services, contracted services, or subgrants:	$131,000	$171,000	$171,000	$161,000	$141,000	$775,000
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:	$	$	$	$	$	$
	(Sum of lines a, b, and c) Grand total	$131,000	$171,000	$171,000	$161,000	$141,000	$775,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 101912 | Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1	iPads	Early childhood classrooms									
	2				$							
	3				$							
	4				$							
	5				$							
6399		Technology software—Not capitalized				$	$	$	$	$	$	$
6399		Supplies and materials associated with advisory council or committee				$	$	$	$	$	$	$
		Subtotal supplies and materials requiring specific approval:				$	$	$	$	$	$	$
		Remaining 6300—Supplies and materials that do not require specific approval:				50,000		115,000	115,000	115,000	115,000	510,000
		Grand total:				50,000		115,000	115,000	115,000	115,000	510,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 101912

Amendment number (for amendments only): ‘

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	$	$10,000	$20,000	20,000	10,000	$60,000
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$	$	$	$	$	$	$
6411/6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$	$	$	$	$	$	$
6429	Actual losses that could have been covered by permissible insurance	$	$	$	$	$	$	$
6490	Indemnification compensation for loss or damage	$	$	$	$	$	$	$
6490	Advisory council/committee travel or other expenses	$	$	$	$	$	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	$	$	$	$	$	$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$
	Subtotal other operating costs requiring specific approval:	$	$	$10,000	$20,000	20,000	10,000	$60,000
	Remaining 6400—Other operating costs that do not require specific approval:	$30,000	$	60,000	60,000	60,000	60,000	$270,000
	Grand total:	$30,000	$	$70,000	80,000	80,000	70,000	$330,000

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In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 101912 · Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)										
1		N/A	N/A	$15,000		$20,000	$20,000	$20,000	$20,000	$95,000
66XX/15XX—Technology hardware, capitalized										
2	iPads carts for 30 iPads	3	$2000	6,000	$	$	$	$	$	6,000
3	Desktops for early childhood centers/3 per class	6	$990	5,940	$	$	$	$	$	5,940
4	Desktops (3) for each class	18	$990	17,820	$	$	$	$	$	17,820
5	Laptops for teachers	2	$1200	2,400	$	$	$	$	$	2,400
6	Whiteboards	3	$5400	16,200	$	$	$	$	$	16,200
7	iPads for student and classroom use	210	$399	83,790	$	$	$	$	$	83,790
8			$	$	$	$	$	$	$	$
66XX/15XX—Technology software, capitalized										
9			$	$	$	$	$	$	$	$
10			$	$	$	$	$	$	$	$
11			$	$	$	$	$	$	$	$
12			$	$	$	$	$	$	$	$
66XX/15XX—Equipment, furniture, or vehicles										
14	Early childhood sized tables	30	$225	$6,750	$	$	$	$	$	$6,750
15	Early childhood chairs	150	$42	$6,300	$	$	$	$	$	$6,300
16	Writing centers	5	$379	$1,895	$	$	$	$	$	$1,895
17	Mobile computer centers	5	$300	$1,500	$	$	$	$	$	$1,500
18	Book center	5	$300	$1,500	$	$	$	$	$	$1,500
19	Mobile teacher cabinet	5	$500	$2,500	$	$	$	$	$	$2,500
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life										
21			$	$	$	$	$	$	$	$
	Grand total:			162,095		20,000	20,000	20,000	20,000	$ 242,095

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For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	423		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	262	62%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	149	36%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	5	1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	2	1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	400	95%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	76	18%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	13	3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	88		
Disciplinary placements in In-School Suspension	0		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	14		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	0		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		96.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	N/A	N/A	HISD Research and Accountability Department
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	97	50%	HISD Research and Accountability Department
ACT and/or SAT- Class of 2014, percent students Tested		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 2: Student Demographics- Comments
Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ross Elementary School is located near Downtown Houston, in a neighborhood that has a high poverty rate; the median estimated household income for the past 12 months was $20,538, which is significantly below the state average. The unemployment rate in this community is above the state average, 63.4% of the students live in household that is below the determined poverty level (2009-2013 American Community Survey 5-Year Estimates). Ninety – five percent of Ross' student body is Economically Disadvantaged., and 78% are considered At – Risk, and the mobility rate is 18%. The educational attainment level of Ross' community is lower than the state average. It is estimated that individuals over 25 years of age, 18.8% have less that a ninth grade education; 21.6% have some high school, but no diploma; and 33% have a HS diploma or equivalent (2009-2013 American Community Survey 5-Year Estimates). Ross continues to be rated as an Improvement Required campus, the 2013 STAAR results for 3rd grade students scored: 53% in reading and 25% in math; 2014 reading 60% and 32% in math; 2015 reading 51%; all three years are considerably lower that the district and state STAAR results. Research shows that minority students, living at or below the poverty, need strong, consistent, and early intervention in order to make up for the gaps that they enter into school with based on lack of parental support at home.

During the 2014-2015 school year, Ross' enrollment was 449 students, an increase from 423 students during the 2013-2014 school year. The increase in our enrollment resulted in an additional kindergarten teacher being hired. Preliminary results of this addition were that 95% of kindergarten students were reading on grade level. This is due to partial implementation of guided reading at the early childhood levels. Funds requested in this grant application will allow for full on implementation among pre-kindergarten and kindergarten levels.

The numbers of students are projected to maintain here and/or improve for several reasons.
- Current numbers for the 2015-2016 school year show probable need for additional teachers in early childhood, as a wait list is expected in both pre-kindergarten and kindergarten.
- Students that enrolled in our STEM program excelled in various district and city-wide competitions. They also excelled academically on the STAAR exam.
- We also showed growth in index #2, which was previously the reason for us being an improvement required campus. The margin by which we missed index #1 was small which also indicates growth and movement in the right direction.
- Student reading levels in pre-kindergarten and kindergarten showed an increase. An additional kindergarten class was added for the 2014-2015 school year due to the growth in the neighborhood and trust in the campus.
- Many grandparents are raising a second generation of children from adults with addictions and/or unfit parentage. These grandparents are on fixed incomes and in homes that they own in this community. Our campus is their only choice.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)			
County-district number or vendor ID: 101912		Amendment # (for amendments only):	

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	32		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	27	84.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	1	3.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	1	3.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	3	9.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	21	7.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	3	11.1	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	2	7.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	6	22.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	7.0	25.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	4.0	14.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	5.0	18.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	5.0	18.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	46,984		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	46,939		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	49,392		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	58,358		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	58,358		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	3	8%	Houston ISD Human Resources Department
Staff with Bachelor's degree as highest level attained	15	41%	Houston ISD Human Resources Department
Staff with Master's degree as highest level attained	12	33%	Houston ISD Human Resources Department
Staff with Doctoral degree as highest level attained	0	0%	Houston ISD Human Resources Department

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments
Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

It is important to note that in the past four years nearly 80% of the staff has been replaced, including the principal. Many of these staff changes were due to retirement, poor performance, personal concerns, and teacher effectiveness. Ross Elementary Schools current staff is primed to make some huge gains for the students in this community, if they are equipped with the right resources, professional development, and coaching of their instruction.

Many of the staff members are products of inner-city communities. The principal is a product of the neighborhood that Ross is serves, and is very well versed in the needs of the students and community concerns as a whole. The principal plans to show commitment to the community by delivering quality instruction and guidance that will be specifically designed to develop and cultivate each student's full potential. The principal is an example of what can be taught and cultivated from a poverty-stricken, single-parent home.

The staff as a whole has a clear understanding of what to expect culturally and academically from their students. They recognize and realize that this community consists of many young parents and/or grandparents with very little education. The goal is to instruct our students in academically, and teach Ross parents the tools that will be needed to help their children at home and tools to improve their daily lives

As the leader of Ross Elementary, the principal has embedded a culture that is focused on:

- Provide a rigid curriculum designed to enhance and help strengthen students in the development of self-confidence, self-worth and self-initiative
- Analyze, develop, and maximize each student's abilities, talents and interests
- Introduce a variety of course work, materials, and resources to ensure individual growth and academic success
- Create instructional techniques and teaching strategies that enhance the acquisition of meaningful skills and knowledge according to each student's abilities
- Create within each student an awareness of cultural differences fostering acceptance and appreciation for each ethnic group in our pluralistic society
- Encourage and create an environment that allows parents and the community at large to become involved in class/school activities through tutoring, clinical assistance, translating and mentoring.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
50	53	73	68	58	68	60								430

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2	3	3	3	3	3	3								20

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101912	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The principal and other leadership team members at Ross ES examined data from the 2013, 2014, and 2015 school years and assessed the needs of the community, staff, and students. Test scores showed a trend of being considerably less that the district and state average of other elementary school students. In the process, the team found that there was an immediate need to increase the overall academic achievement of all students at Ross ES. Ross students were considerably deficient in Index 1 and 3. Research shows that disadvantaged students that enter kindergarten behind never reach their full potential in reading, math, and vocabulary (College and Career Readiness: The Importance of Early Learning, Chrys Dougherty, 2013).

Based on this information, the planning team along with community members, school business partner and parents decided an early intervention of reading skills and math skills in the early grades was needed in order to prepare the students for the demands and rigor of the STAAR exam, beginning in 3rd grade. It was also decided there was a need to introduce problem solving skills in mathematics during the early learning years. Raw scores for math, showed a shortfall in student abilities with multi-step problems, reading of word problems, and understanding of vocabulary.

The planning committee met on Wednesdays during the month of July. Historical data of the school and community was considered by the committee. It was noted that students leaving second grade and entering third, showed a significant decline in achievement. The root causes were considered and it was determined that a better functioning Intervention Assistance Team (IAT) would improve things, but essentially 3rd, 4th, and 5th grade teachers were spending a large bulk of their instructional time on remediation. Skills that students should have mastered in primary grades were lacking and therefore students were unprepared for the rigors of STAAR.

It was determined after several meetings and researching, that **The Early Learning Intervention Model** would be the best strategy to help improve student academics at Ross ES and ensure that each students' level improves each school year, by a minimum, one year of instructional progress. The plan for action decided by the team would be to expand the number of pre-kindergarten classes available to the community; giving more students an opportunity to begin learning. Ross teachers would be provided with professional development in the areas of math, literacy, and science. The principal and other members of campus leadership would also receive professional development in leadership training. Focusing on early learning, would give students the foundation that is needed to succeed in the upper grades. Implementing The Early learning Model, is the best choice to improve the academic standing of Ross ES and help the school realize its mission of educating all students for success in college and in life within a highly structured, rigorous, nurturing environment through being: **FOCUSED** on student achievement above all else, **RESPONSIVE** to the academic needs of our students, and being **REFLECTIVE** to ensure we are better than our best.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Transformation

    ☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☒ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The early learning intervention model lends itself to a long-standing and self-sustaining model of education. The foundation that students receive must be strong if we are to change the historical data of an urban campus, such as Ross Elementary. Our students don't have the benefit of parents or guardians with higher education. They don't have access to technology, books at home, or language acquisition. Living at the poverty level, our students come in with minimal academic knowledge and are already developmentally behind their more affluent cohorts.

We believe that investment in ensuring that students have the pre-requisite skills needed to achieve in intermediate grades, will have a long-lasting effect on the overall campus achievement. No longer will intermediate teachers spend valuable instructional time in remediation. That time will be better spent on new, more rigorous material and practice of higher expectations. The items outlined in this grant application will better help Ross to achieve that goal.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HISD, School Support Officer, Ross ES Leadership and met with members of the community, parents and stakeholders to discuss which model would be the best fit to ensure the success of Ross' students. Parents, community members, and business partners were asked what was most important to them. They shared concerns about students falling behind when they were in the lower grades.

They wanted to see them more successful at the primary levels. After compiling that input, this model was the best fit for all stakeholders. Teachers would receive important professional development opportunities and coaching, while students would get the benefit of that knowledge along with small group and individual, targeted intervention. The decision was made to recruit parents to establish a Parent Teacher Organization (PTO), and the principal would host parent meetings to allow parents to openly discuss their concerns.

As a continuation process, progress in this model will be a standing agenda item for the monthly SDMC meeting. Meetings will occur the 2nd Tuesday of every month for the 2015-2016 school year. This will be a time for stakeholders to learn about concerns, receive data on current initiatives, and voice their opinions on next steps.

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Schedule #14—Management Plan

County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	School Support Officer/ Direct overseer of the principal of the school; Monitor principal coaching of teachers and implementation of plan commitments	Master's degree in Education Administration; Prior turnaround experience; administrative experience in an urban setting
2.	Principal	Executor of plan outlined in the grant proposal; Ensures that funds are allocated in the manner outlined in the grant; Coach of teachers as they implement systems and programs	Minimum 10+ years in education; principal certification in the state of Texas; experience with early childhood teachers and curriculum
3.	Reading Specialist	Responsible for leading work in Reading Professional Learning Communities (PLCs); Continuation of professional development received and ongoing coaching with regard to district initiatives	Minimum 5+ successful years' experience in the classroom; experienced at leading professional development, and experience coaching teachers within the HISD model for appraisal; valid teacher certification
4.	Math Specialist	Responsible for leading work in Math Professional Learning Communities (PLCs); Continuation of professional development received and ongoing coaching with regard to district initiatives	Minimum 5+ successful years' experience in the classroom; experienced at leading professional development, and experience coaching teachers within the HISD model for appraisal; valid teacher certification
5.	Pre-Kindergarten Teacher	Implementing research based instructional programs and providing on-going high quality instruction that is culturally responsive.	Must possess a B.A degree and TEA certification in aligned content area
6.	Educational Aides	Assist teachers in their delivery of content and use of instructional strategies, as well as hold small group re-teaches/instruction with the teacher's direction and/or decided resources and plans	Experience working with and/or tutoring students in a high-needs urban environment; minimum 20+ college credit hours; CPR / First aid trained
7.			
8.			
9.			

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Guided Reading Consultant	Coach early childhood and primary teachers in implementation of guided reading for emergent readers, w/ a strong focus on phonics and high frequency word use	Valid teaching certificate; history of results from other high-needs, urban campuses; ability to lead PLCs; able to model and coach best practices for emergent readers to teachers
2.	Math Consultant	Evaluate state of math teachers' classroom resources and coach teachers in the implementation of innovative and alternative math strategies for historically most difficult TEKS and standards	Valid teaching certificate; history of results from other high-needs, urban campuses; ability to lead PLCs; able to model and coach best practices for struggling students to teachers
3.	Writing Consultant	Coach teachers in implementation of school-wide writing program with knowledge of horizontal impact, rubrics, and building skills necessary to be successful on Writing STAAR	Valid teaching certificate; history of results from other high-needs, urban campuses; ability to lead PLCs; able to model and coach best practices for struggling students to teachers
4.	Science Consultant	Coach teachers on necessary Science skills needed to sustain STEM program and utilizing lab and resources most successfully; Knowledgeable on 5E lesson plan model and able to model each in an urban setting	Valid teaching certificate; history of results from other high-needs, urban campuses; ability to lead PLCs; able to model and coach best practices for struggling students to teachers
5.	Grant Project Coordinator	Oversee the daily operation of the grant to ensure compliance with federal, state and local expectations. Attends meetings as representative of the school and reports directly to school principal in regards to grant.	Must possess a B.A degree and have experience leading a grant funded program and/or experience a federal, state or local initiative
6.			
7.			
8.			
9.			
10.			

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The *strategic intent of the Houston ISD* is to transform persistently low performing schools and to close the achievement gap between the economically disadvantaged students and the majority. With that in mind the district has lengthened the school hour, with additional teacher time and rigorous tutorials in the lowest performing high schools as a means of closing this achievement gap. HISD has adopted the lengthened time, rigorous tutorials and parent commitment as a culture in the bid to transform these schools into high achieving, college and career ready life-long learning communities.

The district is committed to finding resources through Title I, foundations, matching grants and other resources to support this new direction in the attempt to transform its low performing schools into schools of choice where students feel safe, valued and can develop relationships with their educators.

Houston ISD and Ross Elementary will work together to ensure this project's success and succession by the following:
- Instituting a strong monitoring system of professional development implementation, consultant effectiveness, and teacher delivery.
- Scheduled meetings to review and refine budget usage and effectiveness
- Data review of student achievement and effectiveness of plan initiatives
- Designation of teacher leaders and encouragement of their leadership within plan requirements. This will ensure that stakeholders' knowledgeable of plan goals will add to the possible succession team.
- Engagement and encouragement of involvement among early childhood parents/guardians to join SDMC and PTO on campus. This will ensure that we have parents with a vested interest in school happenings for a sustainable time frame that could also be a part of the possible succession team, if needed.
- Development of current leadership team to empower those other than building principal in understanding and implementation of grant requirements and outlined initiatives.

Develop system of data tracking to allow for those new to campus to be advised of current student achievement and goals quickly to ensure timely and effective succession.

HISD and Ross expect the school's enrollment to significantly increase from the strategies implemented in this grant, which will ultimately increase Ross' school budget, allowing programming to grow and improve as the school grows.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The *strategic intent of the Houston ISD* is to transform persistently low performing schools and to close the achievement gap between the economically disadvantaged students and the majority. With that in mind the district has lengthen the school hour, with additional teacher time and rigorous tutorials in the lowest performing high schools as a means of closing this achievement gap. **HISD has adopted** the **lengthened time**, **rigorous tutorials** and **parent commitment as a culture in the bid to transform these schools into high achieving, college and career ready life-long learning community**.

Ross Elementary School is fully committed to the continuation of this program after the grant period has ended. The school will work vigorously to meet the needs of the students by continuing to implement the strategies outlined in the proposed projects plan.

Specific strategies for enabling sustainability include:
- Using technology to train teachers through HISD's Professional Development Department and Instructional Technology resources.

- Developing a way to identify which of the reforms are worth sustaining, by regularly monitoring grant activities and the movement toward desired outcomes.

- Allocating staffing and budgetary needs in long-term (2-3 year) planning; reallocating resources as needed.

- Changes that have resulted in obvious benefit may become district priorities, resulting in funding provided to continue them in all schools. Leadership training might be an example of such an expense/activity.

- Changes that have been of campus benefit but that may not become district priorities will become priorities for local campus funds and entitlement funds after the grant ends.

Houston ISD will be committed to find additional resources through Title 1, foundations, matching grants and other resources to support this new direction in the attempt to transform Ross ES into a school of choice, where students feel safe, valued and can develop relationships with their educators. The district will continue to build campus leadership relationships with Ross, and other high performing schools in the Houston and Texas areas. The Houston ISD Board of Education will continue to support the sustainability of transformation work at Ross by continuously allowing district leaders to report ongoing progress and encourage the developed strategic direction that increases more academic achievement each continuous year after the TTIPS grant has ended.

Houston Independent School District will provide technical assistance to Sugar Grove Middle School on multiple levels via **Central Office Administration** including the:

- **Grants Department:** General grant management and technical assistance in the completion and filing of progress reports with TEA.

- **Research and Accountability:** Assistance in accessing student data for evaluation reports.

- **Accounting/Budgeting/Purchasing Departments:** Assistance in managing budgets, tracking of expenses, purchases; and completion of periodic financial reports as required by TEA

- **Legal Department:** Assistance in the development and approval of contracts.

- **Curriculum Department:** Support of curricula enhancements and assistance with the districts online curricular alignment resource.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teachers will engage in the rigor-readiness protocol during professional learning communities. This process will ensure that their instruction and assessment is pitched to the appropriate level of rigor as determined by the STAAR exam. Vocabulary and question stems will be adjusted to better suit the early childhood and primary grade levels, but will align to release test question items, in conjunction with Lead4ward materials. Data conferences will also take place to review scholar achievement at those levels and what interventions will take place in order to scaffold their future success.

An established plan of benchmarking will occur in all grades, including pre-kindergarten. Students will be given a beginning of the year assessment by the end of September, and middle of the year assessment by the end of January, and a culminating assessment by the end of the school year. There will also be benchmarks and common assessments that are teacher created to be given in between those months. The testing windows will be uniform throughout the school and across grade levels and Math and Reading. Key milestones to be tracked and measured are phonemic awareness, growth of reading levels and comprehension in fiction and non-fiction. In Math, ability to make ten, single digit addition and subtraction, and problem solving ability.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data will be collected and tracked in multiple ways, schoolwide. Ross will be utilized the Kickboard system for data tracking. This system allows for laptop camera scanning of Scantrons and immediate data reports in multiple ways.

The district will also be provided schools for data trackers of reading levels for students that we will push down into early childhood on our campus. The trackers will be public and windows of testing will be determined by district calendar. Intervention will occur on a targeted basis for students not showing the appropriate level of progress.

Intervention will occur during the school day, at least weekly, and after school at least bi-monthly as needed.

All teachers on campus will be observed according to an observation and feedback calendar created by school leadership. Calendars will be shared among campus leadership and monitor by campus principal. Each observation will be followed by face-to-face feedback along with opportunities for teacher practice and action plans.

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Ross will utilize a variety of tools and processes to assess the effectiveness of interventions. They are as follows:

- Teachers will be observed utilizing an observation and feedback cycle. Teachers will be observed bi-weekly and given face to face feedback from their appraisers. This will ensure implementation and effectiveness of teacher delivery.
- Campus leadership team will meet with the principal weekly to assess progress on observation and feedback cycles, as well as their concerns with progress of intervention model. PLC determinations, as well as SDMC follow-up will be decided at those times.
- Meetings will consultants will occur to identify and adjust focus of professional development and coaching as needed. Anecdotal notes from consultants and school leaders will be reviewed to make determinations on teacher focus.
- The school support officer will hold meetings and walkthroughs with campus leadership and principal periodically to identify concerns and offer support in implementation and monitoring.
- NCUST will also conduct campus visits with district leadership and offer suggestions for improvement and rethinking.

District grant developer will help to manage grant compliance requirements.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district's Procurement Services Department is responsible for facilitating the processes governed by state and federal law to ensure best practices and a level playing field, as well as fair and equitable treatment for all suppliers. Through this synergistic effort, both the supplier and HISD will benefit from working as business partners to strengthen the social and economic foundation of the district and the community at large. The mission of the HISD Procurement Services Department is to ensure the uninterrupted flow of goods and services needed to efficiently operate the district cost effectively. In other words, the right products and services, at the right cost, from the right supplier, to the right location, at the right time, every time.

Procurement Services has the authority to commit district funds for the acquisition of goods and services. Procurement Services is responsible for facilitating the processes governed by state and federal law to ensure best practices, and an equally competitive environment for the purchase of all goods and services. The district purchases a wide variety of goods and services, including but not limited to: (1) Consultants/Professional Services; (2) Construction/Repairs of Facilities; and (3) All other goods and services. The district is required to competitively bid any/all expenditures greater than $10,000.00 in the aggregate; meaning just about every purchase made by the district.

BIDS AND PROPOSALS: All expenditures (district-wide) must be competitively bid by the Procurement Services Department, only. Competitive bids are generally solicited either by means of a Request For Proposal (RFP), or a competitive sealed bid (or proposal). While RFP's may result in additional negotiations before a contract award takes place, all bids/proposals should always be prepared with utmost care, providing the bidder's best offer. Contracts awarded as a result of an erroneous offer may result in serious financial loss or other hardship for the bidder. Current bid/proposal solicitations are announced in one or more local newspapers of mass-distribution for two consecutive weeks. They are also posted on the district's Procurement Web site and are physically posted on the district bulletin board in the Hattie Mae White Educational Support Center.

Usually, all contracts that require Board of Education approval ($10,000. or greater) will result in a Master Agreement (contract), against which, one or more purchase orders may reference.

MINORITY AND WOMEN BUSINESS ENTERPRISES (M/WBE) PROGRAM: HISD, in keeping with its high standards, good business practices and fiduciary responsibility as a taxpayer supported public entity, continually strives to ensure that all Suppliers have the opportunity to support HISD, and is committed to providing equal procurement opportunities to MWBE Suppliers. HISD defines M/WBE Suppliers as a business enterprise that is at least 51% owned, operated, managed, and controlled by one or more members of the following socially or economically disadvantaged groups: African Americans, Hispanic Americans, Asian/Pacific Island Americans, Native American Indians (American Indians, Eskimos, Aleuts, and native Hawaiians), and women. HISD's minimum MWBE goal is 20% of all purchasing and construction, and 25% for professional services. At the very least, good faith efforts in the use of MWBE's are required by policy in the purchase of:
• Goods and Nonprofessional Services s (General and Subcontractors)
• Construction Contract
• Professional Services

All district suppliers are asked to commit to the same goals when doing business with their suppliers. M/WBE seminars are held on the first (business) Monday of each month.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

External providers will be met with monthly by the principal. These meetings will be scheduled and a part of the principal calendar for observation and feedback. Meetings will occur on the fourth Tuesday of each month.
Meetings will include:

- Review of contract signed and all that it entails.
- Memorandum of understandings that detail expectations for consultants and schedule of observation and feedback meetings.
- Data meetings to evaluate success of program implementation and progress and/or failures of students as a result. Goals and trackers of scholar achievement will also be determined.

Campus leadership will be responsible for oversight of consultants:

- The Principal will oversee the Reading / Writing consultants
- The campus Title I Coordinator/Appraiser will oversee the Math consultants
- The STEM Magnet Coordinator / Appraiser will oversee the Science consultants

Corrective action will take place based on student achievement data and feedback of teacher effectiveness and execution from professional development learning. Actions will include but is not limited to:

- Revising goals and plan outlined in consultant contracts
- In-depth coaching of teachers showing significant difficulty in implementation plans
- Purchase of additional resources and/or materials to supplement learning
- Early termination of consultant contract if deemed ineffective

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Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Research of appropriate resources for purchase
2.	Vetting of consultants
3.	Review of district protocols for contracts and purchasing
4.	Conduct a full needs assessment of classroom resources and teacher ability
5.	Schedule and securing training for teachers in Reading, Math, Writing, and Science
6.	Budget development
7.	Obtaining of stakeholder input and suggestion
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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ross ES plans to maximize the effectiveness of TTIPS funds by ensuring that we have teams of teachers to support school ties, incorporate a more structured learning environment, place more emphasis on mentoring relationships, providing a more open pathway of communication between the teachers, parents and the Leadership Team, and creating a reward program to motivate and encourage teachers towards excellence. Teachers will receive professional development that is designed help teachers meet the overall need of the students they serve.

Teacher will be trained in specific Early Childhood strategies that will give them the knowledge needed to give their students a solid early learning foundation. This includes professional development for PK-3 teachers in "Play as an Instructional Tool". "Standards Based Instruction" and "Intentionality as a Tool for success". All of these modules are research based and will provide teachers a more extensive knowledge base for developing a more rigorous EC program.

TTIPS funds would also allow for intervention to begin sooner in the school year – before and after school. Ross ES would also be able to target students' growth/progress measure as well as passing the STAAR exam

In addition, the number of consultants that we would be able to hire would increase. As of now, the writing consultant in place is only here on campus for a one-time only professional development day. These funds would allow for a more full-fledged and comprehensive incorporation of Writing and Science professional development for teachers in these critical areas.

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Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	Erika Carter
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	May 11, 2015

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Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the *option* to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	
Description of the modification:	N/A
How intent of the original element remains/will be met:	

Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	A teacher's most important job is helping students make academic progress, as such, the following researched-based data sources are used to measure student growth: Fountas and Pennell Benchmarking, DRA Growth, Istation (growth and movement), Circle Assessment, and the High Frequency Word Exam. All data sources are sufficiently aligned with district curriculum and provide differentiation, intervention, resources, "stretch", and instant data. The growth evidence is weighted the most toward the overall evaluation in accordance to state requirements. It is based on the performance of students actually taught so that students added late in the year will be weighted less. Over time, the weight for student growth will increase, per state requirements.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	The evaluation system includes multiple observations by supervisors throughout the school year. The ongoing collection of professional practices ensures that teachers can improve their instructional practices and teach the prescribed curriculum "better". Observation feedback is conducted bi-weekly regarding any of the following: classroom observations, student portfolios, student assessment data, student work products, direct questioning of students, review of planning materials, lesson plans, IEP's, classroom management, tutoring logs, student grade books, school attendance records, teacher's discipline file, parent communication logs, professional development artifacts, and peer feedback. This collection is a powerful tool to help fuel learning for schools and allows for a nuanced and balanced appraisal of teacher effectiveness.
Describe how the evaluation system was developed with teacher and principal involvement:	The heart of the evaluation system is teacher and principal involvement. It begins with a teacher's Individual Professional Development Plan (IPDP) and continues with Beginning, Middle, and End of Year Conferences. The IPDP is considered a living document. While reflective in nature, it contains a teacher's long term plan of student goals, their commitment to professional development, and their supportive needs from administration. Conferences allow regular opportunities for deep conversations of classroom observations, student data analysis, and strategies to improve student performance. This type of progress monitoring and support system, in an open and honest communication format, makes every minute of teaching and learning more effective.

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Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN**, or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	In an effort to reward school teachers, leaders and other staff who help increase student achievement by implementing the model, the Houston Independent School District provides a kaleidoscope of campus leadership opportunities which range from quality teaching and learning, instructional framework and design, and student behavior management. In addition to campus level rewards, district level opportunities exist in HISD Leadership Cohorts. Lastly, the district provides a monetary system of rewards through the Aspire Program. This program awards teachers and staff for increasing student performance and achievement throughout the year.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	As a method or protocol to assist teachers who are struggling in their instructional practice, HISD requires all teachers who are not on a previous year's Prescriptive Plan for Assistance (PPA) to set yearly goals specific to their current assignment in the form of an IPDP or Individualized Plan for Developmental Practice. Conversely, teachers who have a more intense struggle in their practice, receive a PPA. A plan that entails a series of events and activities designed to correct the deficiencies identified in teacher observations and walk-throughs. HISD's Teacher Appraisal and Development System (TADS) allows campus leadership teams to implement the observation and feedback cycle designed by the district. At Ross, we will take those mandates a step further and meet with teachers, bi-weekly and offer face-to-face feedback as well.
Describe the criteria established for educator removal:	One process that assists in teacher removal is a consistent and frequent documentation observed and captured by school leaders. This data is collected by individual appraisers or through third party evidence provided by district personnel. As mentioned before, teachers who consistently struggle in their instructional practice, are placed on a PPA. Check-In conferences are provisions of the PPA in order to see if teachers have met the goals and performed the activities specified in the PPA. Finally, if struggling teachers don't meet the specified criteria, then they are referred to the fall or spring file review for termination.

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Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101912	Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	

Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:	N/A

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Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:	N/A

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Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries. Indicate if the campus will partner with community-based provider to deliver the preschool.	**Partnerships:** *Baylor Science Institute: will* provide extensive STEM weekend and summer trainings to prepare teachers with implementing STEM activities in the classroom. Baylor will provide classroom resources for hands-on use. *Neuhaus Literacy Program:* Neuhaus will provide a Literacy Coach that visits twice a month, the Coach also assessed students. Language and literacy activities include frequent interactive book reading, expanded conversation with adults, opportunities to read and write throughout the day. They have opportunities to learn, listen, follow instructions, respond to teacher questions, and initiate problem solving strategies. Pre-Kindergarten teacher attended monthly training at the Neuhaus facility. Neuhaus provided supplemental resources for the classroom.
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	The Frog Street Press Curriculum adopted by Houston ISD, is the preschool program that is used. It provides the fundamentals for the early childhood program for HISD. This curriculum included, language arts, read a louds, mathematics, social studies, music and movement. Frog Street includes a daily moving and learning lesson. As children move and sing, they breathe more deeply, delivering more oxygen to the brain. After moving and learning, children are ready to attend to the next component of their daily schedule.
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	Assessments should include observations, portfolios of children's work samples, anecdotal records, daily records, photographs and any other information that documents a child's growth and/or development over time. "Ongoing assessments enable teachers to appreciate children's unique qualities, to develop appropriate goals, and to plan, implement, and evaluate effective curriculum." Circle assessment and iStation assessments provides growth and achievement levels for each student. The data guides the teacher with planning and developing lessons.

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Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	
Indicate the number of new staff hired for work in the turnaround model implementation:	
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	

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Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

N/A

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Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications:	N/A

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Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101912	Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

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N/A

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

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Critical Success Factor:	*Academic Performance/Improve the Instructional Program*

	Planned Intervention	Period for Implementation
1.	Expand the early childhood opportunities for students in this community	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Offer targeted intervention, during the school day, as well as after-school and on Saturdays	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Make additional and more rigorous resources/materials more readily available to students throughout the calendar year	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Teacher Quality*

	Planned Intervention	Period for Implementation
1.	Provide quality professional development that is research based and provides teachers with the skills needed to scaffold for students in a high-needs, urban classroom	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3
2.	Bi-weekly observation and feedback from campus leadership with face-to-face feedback of performance and action plans to address concerns	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3
3.	Ensure that resources purchased are researched based and scholar-friendly as to ensure ease of implementation and immediate availability	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3
4.	Provide opportunities for collaborative planning and ongoing learning through professional learning communities, complete with calendar detailing next steps and plan implementation thresholds	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3
5.		☐ Year 1　☐ Year 4 ☐ Year 2　☐ Year 5 ☐ Year 3
6.		☐ Year 1　☐ Year 4 ☐ Year 2　☐ Year 5 ☐ Year 3
7.		☐ Year 1　☐ Year 4 ☐ Year 2　☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Leadership Effectiveness*

	Planned Intervention	Period for Implementation
1.	Establish weekly leadership meetings on every Wednesday afternoon to assess progress with meeting calendar and observation goals of teachers and consultants	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Planning of professional learning communities with leadership team. PLC planning includes review of agendas, rigor readiness protocols established, and establishment of meeting objectives	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Attendance at leadership retreat and/or training of research-based leadership model protocols and data disaggregation at high-needs, urban schools	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☒ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101912	Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*

	Planned Intervention	Period for Implementation
1.	Institution of Kickboard program on campus to give teachers and leaders access to quality data, quickly	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Institute data conference protocols to review scholar data and to devise a plan of intervention based on most recent data points	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Create and use quality common assessments that are TEKS/STAAR aligned through use of question stems and cloning between benchmark assessments. Questions will be run through the rigor readiness protocol.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101912	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Learning Time*

	Planned Intervention	Period for Implementation
1.	Tier III interventions will occur during the school day and on early dismissal days. At least one Wednesday of each month will result in a 2 hour extension of the school day to hold interventions for students needing additional support	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Possible extension of the school day by at least 30 minutes to add to the instructional day	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Incorporation of after-school and Saturday tutorials for intervention of Tier II and III students in both Math, Reading, and Writing	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Parent/Community Engagement*

	Planned Intervention	Period for Implementation
1.	Fully utilizing a parent engagement representative on campus to increase community involvement	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Establish the founding of a campus PTO or PTA	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Host parent meetings with the principal to allow parent concerns to be heard and addressed	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Engage community resources in aiding parents with language acquisition, parenting skills, tips and ideas to help aide in development of the child's math, reading, and writing skills	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
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Critical Success Factor:	*Improve School Climate*

	Planned Intervention	Period for Implementation
1.	Establishment of culture of excellence plan that detail the "Ross Way" for key procedures and cultural events throughout the school day. Key components include arrivals, lunch/recess, transitions, and dismissal. Scripted lesson plans for each are included within the plan.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Use of incentives and data tracking of scholar behaviors to encourage scholarly behavior and minimize disruption. Incentives include "cougar cash" that can be used to make purchases from the school store.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101912	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☒	☒	☒
A02	Provide staff development on eliminating gender bias	☒	☒	☒
A03	Ensure strategies and materials used with students do not promote gender bias	☒	☒	☒
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☒	☒	☒
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☒	☒	☒
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☒	☒	☒
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☒	☒	☒
B02	Provide interpreter/translator at program activities	☒	☒	☒
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☒	☒	☒
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☒	☒	☒
B05	Develop/maintain community involvement/participation in program activities	☒	☒	☒
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☒	☒
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☒	☒
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☒	☒
B09	Provide parenting training	☒	☒	☒
B10	Provide a parent/family center	☒	☒	☒
B11	Involve parents from a variety of backgrounds in decision making	☒	☒	☒

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101912	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☒	☒
B13	Provide child care for parents participating in school activities	☒	☒	☒
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☒	☒	☒
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☒	☒	☒
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☒	☒
B17	Conduct an outreach program for traditionally "hard to reach" parents	☒	☒	☒
B18	Coordinate with community centers/programs	☒	☒	☒
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☒	☒	☒
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☒	☒	☒
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☒	☒	☒
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☒	☒	☒
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☒	☒	☒
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☒	☒	☒
C02	Provide counseling	☒	☒	☒
C03	Conduct home visits by staff	☒	☒	☒
C04	Provide flexibility in scheduling activities	☒	☒	☒
C05	Recruit volunteers to assist in promoting gang-free communities	☒	☒	☒
C06	Provide mentor program	☒	☒	☒
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☒	☒	☒

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101912	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☒	☒	☒
C09	Conduct parent/teacher conferences	☐	☒	☒
C10	Strengthen school/parent compacts	☐	☒	☒
C11	Establish partnerships with law enforcement agencies	☐	☒	☒
C12	Provide conflict resolution/peer mediation strategies/programs	☒	☒	☒
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☒	☒
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☒	☒
C99	Other (specify)	☐	☒	☒

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☒	☒	☒
D02	Provide counseling	☒	☒	☒
D03	Conduct home visits by staff	☒	☒	☒
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☒	☒	☒
D05	Provide mentor program	☒	☒	☒
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☒	☒	☒
D07	Provide community service programs/activities	☒	☒	☒
D08	Provide comprehensive health education programs	☒	☒	☒
D09	Conduct parent/teacher conferences	☐	☒	☒
D10	Establish school/parent compacts	☐	☒	☒
D11	Develop/maintain community partnerships	☐	☒	☒
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☒	☒
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☒	☒
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☒	☒
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☒	☒	☒
E02	Provide program materials/information in Braille	☒	☒	☒

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101912	Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☒	☒	☒
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☒	☒
E06	Provide training for parents	☐	☒	☒
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☒	☒	☒
F02	Provide interpreters at program activities	☒	☒	☒
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☒	☒	☒
F05	Use communication technology, such as TDD/relay	☒	☒	☒
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☒	☒
F07	Provide training for parents	☐	☒	☒
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☒	☒	☒
G02	Expand tutorial/mentor programs	☒	☒	☒
G03	Provide staff development in identification practices and effective teaching strategies	☐	☒	☒
G04	Provide training for parents in early identification and intervention	☐	☒	☒
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☒	☐	☒
H02	Provide staff development on effective teaching strategies	☐	☒	☒
H03	Provide training for parents	☐	☐	☒
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 101912		Amendment number (for amendments only):		

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☒	☒	☒
J02	Ensure all physical structures are accessible	☒	☒	☒
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☒	☒	☒
K02	Develop and implement a truancy intervention plan	☒	☒	☒
K03	Conduct home visits by staff	☒	☒	☒
K04	Recruit volunteers to assist in promoting school attendance	☒	☒	☒
K05	Provide mentor program	☒	☒	☒
K06	Provide before/after school recreational or educational activities	☒	☒	☒
K07	Conduct parent/teacher conferences	☒	☒	☒
K08	Strengthen school/parent compacts	☒	☒	☒
K09	Develop/maintain community partnerships	☒	☒	☒
K10	Coordinate with health and social services agencies	☒	☒	☒
K11	Coordinate with the juvenile justice system	☒	☒	☒
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☒	☒	☒
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☒	☒	☒
L02	Establish partnerships with parents of highly mobile families	☒	☒	☒
L03	Establish/maintain timely record transfer system	☒	☒	☒
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☒	☒	☒
M02	Conduct home visits by staff	☒	☒	☒

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County-District Number or Vendor ID: 101912		Amendment number (for amendments only):	

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☒	☒	☒
M04	Conduct parent/teacher conferences	☐	☒	☒
M05	Establish school/parent compacts	☒	☒	☒
M06	Provide parenting training	☒	☒	☒
M07	Provide a parent/family center	☒	☒	☒
M08	Provide program materials/information in home language	☒	☒	☒
M09	Involve parents from a variety of backgrounds in school decision making	☒	☒	☒
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☒	☒
M11	Provide child care for parents participating in school activities	☒	☒	☒
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☒	☒	☒
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☒	☒
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☒	☒
M15	Facilitate school health advisory councils four times a year	☒	☒	☒
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☒	☒
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☒	☒
N03	Provide mentor program for new teachers	☐	☒	☒
N04	Provide intern program for new teachers	☐	☒	☒
N05	Provide an induction program for new personnel	☐	☒	☒
N06	Provide professional development in a variety of formats for personnel	☐	☒	☒
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☒	☒
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☒	☒	☒
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☒	☒	☒

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101912	Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☒	☒	☒
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☒	☒	☒
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☒	☒	☒
Q03	Conduct program activities in community centers and other neighborhood locations	☒	☒	☒
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐

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